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ABSTRACT

This document reports the Cycle II Teacher Corps Urban Program at the University of Southern California, a 2-year effort to prepare teachers to work effectively in disadvantaged communities of such diverse racial and ethnic groups as Negroes, Mexican Americans, poor whites, Japanese, Koreans, and Samoans. There is brief description of the two phases of the program: 1) academic course work, community field activities, special workshops, demonstrations, and meetings in the preservice phase, and 2) the combination of gradually increasing responsibilities in the local schools with course work in the inservice phase. Program evaluation and the research projects growing out of the program are briefly described. Innovations introduced into the teaching strategies and curriculum at USC to facilitate corpsmen training are described: corpsmen treated as an intact group, block scheduling, structure and sequence of courses, and interrelationship of course work. Also included are lists of institutional changes at USC brought about by the Teacher Corps program including introduction of courses and content new to teacher education. Involvement of corpsmen in developmental trends within the seven participating school districts is discussed in outline form with innovative approaches, institutional changes, and community involvement described on a district-by-district basis. (JS)

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TEACHER CORPS - URBAN

CYCLE II FINAL REPORT

August, 1967 - June, 1969

UNIVERSITY OF SOUTHERN CALIFORNIA

Director: Dr. Donald E. Wilson

Associate Director: Annette M. Gromfin

PARTICIPATING SCHOOL DISTRICTS

Compton City School District	Mr. Hugh Walker
Compton Union High School District	Mr. Samuel Williams
El Monte School District	Mr. William Oster
Enterprise School District	Mr. Donald Hodes
Garvey School District	Mrs. Georgia Daniel
Jurupa Unified School District	Dr. Robert Seaton
Willowbrook School District	Mr. Thurman Johnson

SP004066

STATISTICAL SUMMARY SHEET - CYCLE II

I. INTERNS

1.	How many Interns started program?	1.	44
2.	finished program?	2.	36
3.	resigned?	3.	8
4.	terminated?	4.	-
5.	Interns presently teaching or going to teach in the school district in which they were trained?	5.	13
6.	Interns going to teach in other school districts?	6.	22
7.	to other occupations?	7.	1
8.	interns transferred?	8.	-
9.	Interns graduated with Master's degree?	9.	35
10.	Interns that met State Certification?	10.	36
11.	Total number of male interns?	11.	18
12.	female interns?	12.	18
13.	White?	13.	19
14.	Negro?	14.	10
15.	Mexican-American?	15.	3
16.	American-Indian?	16.	None
17.	Puerto-Rican?	17.	None
18.	Other Minorities Oriental	18.	3
	Arabic		1

II. TEAM LEADERS

1.	How many Team Leaders started the program?	1.	12
2.	completed program?	2.	10
3.	transferred?	3.	-
4.	terminated?	4.	-
5.	resigned?	5.	2
6.	Team Leaders employed from Local School Agency?	6.	12
7.	Team Leaders employed from Outside Local School Agency?	7.	-
8.	Team Leaders presently teaching or going to teach in the school district in which they trained interns?	8.	9
9.	As Supervisors?	9.	1
10.	Team Leaders going to teach in other school districts?	10.	-
11.	Other occupations?	11.	1
12.	Male Team Leaders?	12.	4
13.	Female Team Leaders?	13.	6
14.	Typical age of Team Leaders?	14.	42

III. UNIVERSITY

1. How many special courses designed for Teacher Corps? 1. 5

Answer: Teacher Corps Staff constantly attempted to have coursework adapted to the specific needs of the Corps program. Thus in a sense all coursework was modified to some extent. The Corps also incorporated several courses which are offered by the University but not normally offered to students in Teacher Education. The staff shaped these courses to meet specific intern needs: Thus, English as a Second Language is offered by the University in Education, but not in Teacher Education. Also the special emphasis on ESL and then a component within the course on English as a Second Dialect was especially helpful to Corpsmen who work with Negro and Mexican-American youngsters.

2. How many Teacher Corps courses now opened to general student body? 2. All
3. How many University faculty participated in Teacher Corps training? 3. 12

Answer: This figure does not include special people brought in to assist in the formal instruction, e.g., specialist consultants, community people, representatives from various service agencies, etc. In cases where these people taught in the Corps, they were either in charge of special workshops or assisted the instructor of record.

4. Is the University going to submit a 4th Cycle Teacher Corps Proposal? 4. Yes

IV. SCHOOL DISTRICT

1. Number of schools served by Teacher Corps? 1. 19
2. Elementary? 2. 14
3. Secondary? 3. 5
4. Number of Urban School? 4. 19
5. Number of Rural School? 5. -
6. Qualifying data for all schools percentage of poverty?

Answer: On next page

6. Answer:

Compton City School District	26% of Poverty
Compton Union High School District	23% of Poverty
El Monte School District	22% of Poverty
Enterprise School District	28% of Poverty
Garvey School District	57% of Poverty
Jurupa Unified School District	35% of Poverty
Willowbrook School District	32% of Poverty

7. Congressional District Number 21st (University)

Compton City School District	23rd Congressional District
Compton Union High School District	23rd Congressional District
El Monte School District	25th Congressional District
Enterprise School District	17th Congressional District
Garvey School District	29th Congressional District
Jurupa Unified School District	38th Congressional District
Willowbrook School District	21st Congressional District

CYCLE II REPORT

OVERVIEW OF THE PROGRAM

The Cycle II Teacher Corps Urban Program at the University of Southern California was a two year effort to prepare teachers to work effectively in disadvantaged communities. It was a joint effort between the University and seven (7) participating school districts located in the greater Los Angeles area. Each district is an autonomous unit and with the exception of the Jurupa Unified School District, all are adjacent to attendance areas of the Los Angeles City School District. Within tnese districts Corpsmen served in 21 schools during the two year program.

The target populations which Cycle II served were diverse in racial and ethnic background and included Negroes, Mexican-Americans, poor whites, Japanese, Koreans, and Samoans. Each of the school districts has "pocket ghettos" which serve minority persons of one or more of these groups. These pocket ghettos are also distinguished by the fact that they serve as "port-of-entry" for in-migration to the Los Angeles area from tne deep South, Central California, Mexico, and Appalacnia as well as serving residents who have lived in tne immediate community for over a generation.

In the two year effort the program sought to train teachers who were sensitive to the needs of these diverse communities and who could become effective teachers using the most relevant and meaningful methodology and materials with the educationally disadvantaged child.

The following sections of this report present the objectives of the Cycle II program and the approaches used to meet these objectives.

OBJECTIVES OF THE PROGRAM

This program sought to:

1. Provide Corpsmen with an in-depth understanding of poverty with an understanding of the significance of social stratification, social mobility, and the dynamics of the disadvantaged community.

2. Develop in Corpsmen an understanding of the relationship of poverty to educational disadvantagement;

3. Foster a better understanding of the nature of educational disadvantagement of minority and poverty children;

4. Develop in Corpsmen an awareness of the effects of teacher attitudes and behaviors upon culturally different and educationally disadvantaged youth and their families;

5. Integrate and employ the most relevant theories and practices of the behavioral sciences and education necessary to educate the disadvantaged child;

6. Help interns gain insight into the role of education as an institution in the poverty community;

7. Enlarge the concept of the school institution in the lives of educators, the disadvantaged child, and the community-at-large.

8. Encourage the University and the school districts to remodel curriculum and administrative practices in order that the best educational experiences for Corpsmen and public school students might obtain.

These objectives became the linking threads found in all course content, workshops, demonstrations, guest lectures and discussion groups throughout the entire program. They provided both the foundations of the USC effort and the avenues through which this effort was guided.

PRE-SERVICE PROGRAM

Introduction:

The pre-service phase of the Cycle II program consisted of a twelve week training effort which literally immersed Corpsmen into the reality setting and dynamics of the poverty communities in which the program functioned as well as the specific communities in which Corpsmen were to serve.

All activities during the pre-service were predicated on the belief that in order to develop effective teachers for disadvantaged areas, there must be a realistic understanding of the conditions which minority and poverty people must face as well as an understanding of the forces which perpetuate the cycle of poverty.

Within the pre-service phase there were three major yet highly related and integrated sub-divisions:

1. Academic coursework specifically designed to acquaint Corpsmen with the sociological and psychological foundations of cultural and educational disadvantagement as well as methodologies suggested by these two frameworks for the amelioration of disadvantaged circumstances.

2. Community-field activities such as student tutorials provided a "laboratory" for first-hand experiencing as well as a place where actual employment of methods and techniques occurred.

3. Workshops, demonstrations, and special meetings were arranged with knowledgable educators, community groups and their leaders, parents, and representatives of agencies and institutions serving the community. These activities were conducted in different community settings as well as on the University campus.

None of these subdivisions were seen as isolates. Each was viewed as overlapping and integral with the others. Thus, instructors and other program staff participated in various phases of the pre-service program and attempted to relate each division to the overall objectives set forth for the Cycle II program.

Academic Coursework

Social Stratification and Educational Sociology. The courses Social Stratification and Educational Sociology were integrated by mutual cross-planning of central themes to provide a broader perspective into the dynamics of disadvantaged community life. The focus was on life experiences in the impoverished community and the impact of these experiences on the educational process. Based on the success of the Cycle I experience,

Corpsmen developed studies of the school community areas to which they were assigned on a team-by-team basis. The objective of each study was to gain information in a first-hand manner of the economic and social climate, the legal and political institutions and agencies, community views toward education, and the qualities and characteristics of youth to be educated in the target schools. Upon completion, these studies served as a basis for guidelines for many of the activities designed by the Corpsmen, the University and the districts during the two year program.

Educational Psychology. Corpsmen were also given a course in Educational Psychology which concentrated upon child growth and development with special emphasis given to the nature and role of environment in the disadvantaged community. One unique facet of this course was a tutorial program for disadvantaged youngsters in which Corpsmen tutored students two or three times per week. Corpsmen maintained "logs" of these activities which were discussed in class seminars as well as in small group sessions with team leaders and the two co-instructors of this course. The course also emphasized lecture-discussion sessions arranged so as to provide Corpsmen with theoretical constructs which could then be tested in a reality situation (the tutorials) and evaluated for effectiveness.

Field Experiences

The greater Los Angeles area does not fit into a neatly pre-packaged definition of community. It is a sprawling complex of many communities served by a conglomerate of institutions and agencies. Within this urban-suburban sprawl exist large pockets of disadvantaged people whose only common bond may be ethnic or economic.

It was the intention of the pre-service phase to provide Corpsmen with insightful field experiences to help them understand the reality settings in which they would be teaching. It was also the intention of the pre-service program to assist Corpsmen in exploring their future roles as individuals and as team members working in the educational institutions.

The following are examples of the field experiences in which Cycle II participated:

1. Community representatives and action groups. Corpsmen met in poverty communities with representatives of community action groups and committees concerned with the betterment of their community. These meetings served as a means for Corpsmen to learn firsthand the felt-needs of the communities and their many factions as well as the communities' specific concerns intercedent for education. Included in thse meetings were parents, community professional leadership, agency and institutional representatives, and professional educators.

2. Field trips to sites of programs and agencies which worked with disadvantaged youth. Field trips were arranged for interns and team leaders to go to sites where programs and agencies working with the disadvantaged were in operation: The Westminister Center in Watts, experimental pre-school and summer school programs, Juvenile Hall, and Probation Camps. The Westminister Center provided tne Corps with a forum of speakers representing divergent community viewpoints ranging from the most accepting to those of militants who believed no white person capable of helping their community. Westminister also served as a site for an experimental summer educational program teaching youngsters from pre-school through high school age. Juvenile Hall and tne Probation camps gave Corpsmen an opportunity to see the facilities and operations of these institutions as well as an opportunity to speak with the confined youngsters. These experiences were especially relevant since many disadvantaged youngsters spend portions of their lives rotating between the public schools and detention agencies.

3. Communication workshops. During tne pre-service, Corpsmen participated in several kinds of communication workshops. Some were concerned with developing sensitivity to the conditions of poverty and disadvantagement, others with the development of interpersonal relationships necessary to team functioning. The goal of these activities was to help Corpsmen understand emotionally and intellectually the nature of interpersonal relationships and to approach with a task orientation the various processes through which meaningful group interaction can be built and maintained.

4. Tutorial projects. All Corpsmen participated in tutorial projects arranged in non-school settings in areas comparable to those in which they would eventu-

ally be teaching. Programming of these tutorials was based upon the needs and interests of the children as well as the talents of the individual Corpsmen. The tutorials were designed to allow children to function in an open and unstructured setting as well as to provide interns with an understanding of the learner in a non-school environment.

5. Community studies. Each team was responsible for completing a community study which provided a framework from which Corpsmen could better understand the nature and composition of the disadvantaged community in which they were to serve. All information came from firsthand experiences within the immediate community. This meant meeting and talking with all segments of the community - in the evening, on weekends; it meant becoming a part of and working with the community in their homes, churches, businesses, and neighborhood centers.

Team member selection and school choice. Two weeks after the pre-service program began, the Project Coordinator and team leaders from each district presented an overview of the individual schools, the district facilities, the problems, and the projected functions of Corpsmen. At that time Corpsmen indicated the districts in order of preference in which they wished to serve and completed a sociometric questionnaire, reflective of their preference in co-workers. This information provided the primary basis for intern placement. An attempt was made by the committee on team composition to select teams representing diverse talent, ethnicity, age, and sex. Except in a few cases of unusual circumstance, all interns served on the same team throughout the two year program.

School transition. Although the pre-service phase was primarily a University function and responsibility, district representatives were involved in several aspects during the pre-service program. To facilitate the actural in-service transition, Corpsmen met with the school personnel with whom they would be working before actual formal entry into the schools in order to better acquaint themselves with these persons and the school problems.

Team Leaders. This program viewed the team leader as being in a unique position to provide insights into the reality of the school setting in which our interns

would be working. As well as participating in all course-work and a specialized seminar of their own, the leaders were co-instructors in the planning and presenting of the pre-service phase of the Cycle II program.

THE IN-SERVICE CYCLE II PROGRAM AT USC

Overview of the in-service program. The framework for the program operation reflected the objectives set forth for this program in the proposal submitted to Teacher Corps Washington. In brief, the program sought to encourage and support interns in seeking and implementing strategies which would be most meaningful to the disadvantaged child. The emphasis in course content, the training techniques introduced and encouraged, and the sequence of events in the Cycle II program are all reflective of the experimental attitude which was fostered in the program.

Major thrusts of the training program at USC were the sensitization of the interns to the personal, educational, cultural, and economic problems of the culture of poverty and the identification and development of techniques and strategies to stimulate educational interest and achievement in the disadvantaged learner.

All coursework in the in-service program met the State requirements for teacher certification and the University's requirements for a graduate degree. Additionally, the curriculum was supplemented and adapted to meet the special objectives of this program.

Responsibility at the local school. During the in-service program, Corpsmen activity in the schools ranged from providing teaching assistance, small group tutorials, and home visitations to more comprehensive classroom and program planning-operation functions. The interns gradually assumed responsibilities reflective of school-student needs and commensurate with their increasing abilities as teachers. Thus, the first year emphasized training Corpsmen by exposing them to the most varied experiences, while the second year was concentrated on the implementation of the most effective approaches for the learner.

Coursework. All course content material was within a framework of practical applicability to the education of the disadvantaged learner. Courses were designed

to have relevance and support for the intern-teacher. In addition to customary formats, special subject areas with unique applicability to the participating local schools were emphasized. For example, communication skill problems of bi-cultural or dialect nature existed in all participating schools. Therefore relevant theories and practices were emphasized in the instruction of English as a Second Language and English as a Second Dialect.

Sequence of coursework. Coursework was arranged to support the development of the intern recognizing the needs of the setting in which he taught. Built into all coursework was time for Corpsmen to discuss, analyze, and critique classroom situations with the aid of fellow interns, team leaders, course instructors, and special area consultants.

Specialized workshops and demonstrations. The program utilized special workshops and demonstrations to address itself to the complex and diverse issues Corpsmen faced daily. Specialist resource people conducted sessions to increase Corpsman skill and understanding in areas including:

group dynamics
interpersonal communication
utilization of audio-visual media
team teaching techniques
one-parent family problems
creative art experiences
dramatic expression
community-centered schools
inquiry training

In addition, Corpsmen worked at the University Demonstration School located adjacent to the USC campus where they could observe master teachers and participate with them in working with children. Corpsmen coursework was often conducted in Learning Centers developed by the University both on campus and in regular public schools. In these Learning Centers Corpsmen were able to use the most current materials and media in such subject areas as Social Studies, Science and Math.

Educational conferences. Special efforts were made to involve Corpsmen in educational conferences, workshops and other meetings conducted by various state and professional agencies and associations. The follow-

ing is a listing of such conferences which Corpsmen attended either as participants and demonstrators, as invited guests or observers.

X - Invited to participate in the Program

O - Invited to attend

O California Association for Student Teaching Conference
University of Southern California
December 7, 1968 Curriculum in your schools

X California Council on Education
Yosemite, California

X California Council for the Social Studies Conference
San Diego, California

Ethnic Centers-Techniques for Involvement of Parents, Students, and Teachers in Creating Curriculum Materials for Minority Education

X Cooperating Teachers Conference
Rodger Young Auditorium

O Crisis in Education
Alain Locke High School
Los Angeles, California

O Early Childhood Conference
May 9-May 10, 1969
University of Southern California Campus

Culture Language and Thought of Young Children (Workshops)

X An Educational Happening at Caltech
California Institute of Technology

O Film Conference - Junior Art Center
Hollywood Boulevard, Los Angeles
August 30, September 1, 1968

X Magic Circle - Human Development Training Workshops
University of Southern California-L.A.
March 14,15,16,17, 1969

O Nuevas Vistas Conference (Intercultural Involvement)
Biltmore Hotel, Los Angeles

X Project Fasten
U.S.C. Idyllwild Campus
April 25, 26, 27, 1969

"The Advocacy Role of the University
Higher Education as an Agent for Social
Change"

X Social Studies Conference - Fresno, California
March 22-24, 1968

Interns gave a workshop

X South West Regional Teacher Corps Conference
March 2, 3, 4, 1969
Malibu, California

O T.E.P.S. National Conference (Teachers Education and Professional Standards)
June 24-27, 1969
Sheraton-Park Hotel, Washington, D.C.

The team leader role. Team leaders participated in a team leader seminar and a supervision course designed for team leaders and co-conducted by team leaders, University resource people, and program staff. The goals of the seminar and course were to help these leaders better understand the complexity of their new role and to become more effective participants in the development of the team concept. Special efforts were made to help team leaders determine ways in which they could assist Corpsmen development at the University and school district levels.

University and School District Relationships. Because of the unusual nature of the Teacher Corps program and the number of districts involved in the USC program, constant dialogue and planning was necessary between the University and the participating schools. The program sought to foster a closer working relationship in the following ways:

1. Monthly project meetings. Montly meetings of the program coordinators, principals and

University staff were held to plan, develop, and evaluate the Teacher Corps effort.

2. Special Workshops. Special workshops were held with school curriculum personnel and University Curriculum Specialists relating to the aims of the Teacher Corps program and focusing on assisting interns to put their ideas into practice.

3. Special Meeting and Conferences. Special meetings were held with the cooperating teachers on the nature of the program, the role of teams and individual interns, and the ways in which these teachers could assist in reaching program objectives.

4. Cooperating Teacher's Conference. A special two day conference was prepared with the aid of team leaders and Dr. Eva Schindler-Rainman to help teams and district personnel (coordinators, cooperating teachers, and principals) meet in task groups to develop goals and methodology for working together in their schools.

5. In-Service Workshops. In-service workshops were conducted by University personnel to expose teachers to the most innovative and practical strategies for working with disadvantaged students. For example, workshops offered assistance in working with New Math, the use of audio-visual media, and with multi-ethnic concepts as an integral part of the curriculum.

EVALUATION AND RESEARCH

Philosophy of Evaluation. Evaluation in this program was viewed as a helping tool to determine individual and program accomplishments and needs of the program at different points rather than as a mere judgmental tool.

Evaluation of Directed Teaching. During the directed teaching sequences interns were evaluated by their team leaders, cooperating teachers, a University Coordinator, and themselves. The evaluation process involved or included group discussions, rating scales, completion

forms, activity logs, and questionnaires designed specifically for evaluation in this phase. At all times, evaluations were discussed by both the evaluator and the student and progress rather than rating was stressed.

Formal Research

The Beigel and Feshbach Study. Drs. Beigel and Feshbach conducted a study which was an extension of a previous work by Feshbach on teacher attitudes. Feshbach previously found that student teachers preferred elementary school pupils who are conforming and dependent-passive rather than those who are flexible, nonconforming, and independently assertive.

The USC Teacher Corps program was approached by Drs. Beigel and Feshbach to participate in the current study which is being prepared for publication. In the current study (N-113) there were 67 unselected students in Education and Psychology and 46 Corpsmen. Beigel and Feshbach found that Corpsmen viewed less negatively the independent, assertive, flexible, and non-conforming child. If teacher attitudes and expectations influence their interaction with children and children's performance, it would appear that the results observed in the Corpsmen sample were positive and would enhance and encourage individual creativity and achievement.

Analysis of Teacher Corps Goals and Objectives. An analysis of Teacher Corps goals and objectives was conducted by Dr. Paul Christianson of the University of California, Berkeley. The program approached Dr. Christianson to help determine the level of effect it was having with those most closely involved in program operation, e.g., administration, Corpsmen, cooperating teachers, and parents.

The purpose of this study was to:

1. Help define and communicate Teacher Corps goals.

2. Determine the relative extent to which these goals had been met.

3. Determine how the program could move closer to realization of its goals.

4. Establish a framework for future study of the program.

In order to collect information about Teacher Corps goals and objectives, all available local and national information (guidelines, proposals, bulletins, etc.) were studied and University administrative staff and Project Coordinators were interviewed.

Once the researcher had collected this information it was distributed to University staff and school district personnel to rate those items which were most relevant to the USC program. The items rated most relevant were then placed into the following categories:

a. General to the Teacher Corps program
b. Programic
c. Skill and knowledge of Corpsmen
d. Leadership and team activity
e. Attitudes (self and social perceptions)
f. Learner outcomes

A final questionnaire was developed consisting of the most relevant agreed-upon objectives and given to Corpsmen, cooperating teachers, school district and University administration, and parents who had close contact with the program. Respondents were asked to indicate the degree to which these objectives had been attained on a 0-100 scale, the basis upon which this judgment was made, and offer suggestion for improvement.

This study is still being analyzed by the researcher but the output of the questions has provided information helpful to program planning and operation. It is through research of this type that the program can gear itself toward the most valid and valuable objectives as well as determine the ways in which those objectives can be met.

Ohio State University Evaluation. The USC program was one of the Teacher Corps programs approached to participate in an evaluation designed at the direction of Teacher Corps Washington and under the guidance of Dr. Corwin at Ohio State University. The results of this evaluation have not been announced at this time.

Jurupa Unified School District. The Corpsmen in Jurupa Unified School District worked with two groups of youngsters. The following are the results of pre

and post-testing (Stanford Achievement of Reading Test) for these two groups. These results are from tests administered in September, 1968 and June, 1969.

Group I	PRE-TEST			POST-TEST			
	Raw Score	Grade Placement	Stanine	Raw Score	Grade Placement	Stanine	Gain
1	2	1.9	1	25	3.5	3	+2
2	3	1.9	1	39	4.6	5	+4
3	2	1.9	1	32	4.1	4	+3
4	7	2.2	1	34	4.2	4	+3
5	1	1.8	1	44	4.9	5	+4
6	5	2.0	1	30	3.9	4	+3
7	8	2.2	1	38	4.5	5	+4
8	6	2.1	1	28	3.8	4	+3
9	5	2.0	1	40	4.7	5	+4
10	7	2.2	1	22	3.3	3	+2
11	7	2.2	1	39	4.6	5	+4
12	6	2.1	1	28	3.7	4	+3
13	9	2.3	1	50	5.4	6	+5
14	9	2.3	1	27	3.8	3	+2
15	2	1.9	1	22	3.3	3	+2
16	2	1.9	1	44	4.9	5	+4
17	1	1.8	1	5	2.0	1	0

Group II	PRE-TEST		POST-TEST		
	Raw Score	Grade Placement	Raw Score	Grade Placement	Gain
1	2	2.0	49	4.1	+2.1
2	2	2.0	43	3.8	+1.8

Group II, Continued

PRE-TEST			POST-TEST		
Raw Score		Grade Placement	Raw Score	Grade Placement	Gain
3	2	2.0	32	3.3	+1.3
4	1	2.0	42	3.8	+1.8
5	0	.0	47	4.0	+4.0
6	2	2.0	50	4.2	+2.2
7	2	2.0	44	3.9	+1.9
8	5	2.0	45	3.9	+1.9
9	0	.0	46	4.0	+4.0
10	0	.0	48	4.1	+4.1
11	0	.0	43	3.8	+3.8
12	0	.0	21	2.6	+2.6
13	15	2.2	95	6.6	+4.4

The average gain for the thirteen is 3.02 year gain.

Master's Projects by Interns. The Master's Seminar was designed to encourage interns to work on action-research projects based upon the objectives of the program and individual intern goals. Their projects ranged from descriptions and analysis of programs which they had set into motion (Science Laboratory, Multi-Ethnic Center, use of media with children, Palomares Magic Circle), to curriculum ideas which they had and wished to develop for future use (Contract System, Games approach to teaching), to evaluations of work completed during the year. All projects were based on the interns' own interests and the nature of his involved in the program.

Weithorn Doctorate. Howard B. Weithorn, who served as Assistant Director of the Teacher Corps Urban program wrote a doctoral disseration entitled "The Functional

Aspects of Adlerian Constructs in Understanding and Assisting Disadvantaged Children." In this dissertation, Dr. Weithorn demonstrated the relationship of Adlerian concepts about human personality development and how teachers could use these concepts to better understand and help disadvantaged learners. In one segment of the dissertation he illustrated how the objectives and methodology of the Teacher Corps Urban program are exemplifications of Adlerian concepts. This dissertation will soon be available in Dissertation Abstracts from Ann Arbor Michigan and will eventually be published in book form.

Forthcoming Research.

1. Dr. Myron Dembo from the USC Department of Ed. Psych. is currently writing an article on teacher attitudes toward education. In this article he will present a model for training teachers in Ed. Psych which utilizes the Teacher Corps model.

2. Mr. Donald Hodes, Assistant Superintendent in Enterprise City School District, is in the process of completing his doctorate at USC. His doctoral dissertation will be an analysis of the Urban Teacher Corps program and will include a description of training; curriculum, asessment of team leader, administration, intern, and teacher attitudes toward their experiences with the program as well as offer suggestions for areas in need of improvement.

INNOVATIONS IN TEACHING STRATEGIES AND CURRICULUM AT USC

The following are examples of innovations which were introduced in the Teacher Corps program at USC to facilitate Corpsmen training.

University Training Program

Corpsmen treated as an in-tact group
Block scheduling of University program
Community representatives as co-instructors
Structure and sequence of courses
Interrelationship of coursework

Corpsmen as an in-tact group. Because of the specialized focus of Teacher Corps, all coursework required by the program was taught to Corpsmen as an in-tact group. Through this closed group approach, instructors were able to focus on the common threads with which the pro-

gram was concerned as well as allow Corpsmen to use one another as resources for new ideas. Also in situations where interns, team leaders and community people had special talents, they became the co-instructors of the course.

Block Scheduling. Block scheduling was introduced into the program to allow greater flexibility in the University and school district programs. By having Corpsmen on campus for a full day block, coursework did not have to be confined to the minimum hours normally scheduled. Seminars could overlap or be conducted by several instructors at one time with different members of the group; workshops and demonstrations could be conducted at the convenience of the specialist and field visitations to existant programs could be conducted with minimal time constrictions. Block scheduling also allowed field visits and course content to be built upon a sequence of experiences built upon the needs and goals of the program.

Structure and Sequence of Courses. Actual coursework was restructured both in terms of sequence and content. Through dialogue with the Project Coordinators, University personnel, and Corpsmen themselves, the program sought to make content and sequence relevant to school involvement. Thus for example, since the most deficient instructional area with disadvantaged youngsters is that of language skills, the early parts of the in-service program emphasized diagnosis, instruction, and remediation techniques in language skills. Other areas, although essential, but not as crucial to helping the child become a functioning student were delayed in the content sequence.

Interrelationship of Coursework. All instructors met periodically to determine ways in which each could reinforce the other without duplicating content. Through constant dialogue, the program was better able to avail itself of instructor skills and knowledge and concentrate on the more pertinent issues. Instructors often co-taught with one another when they felt that the content lent itself to interdisciplinary instruction.

Innovations in Coursework

Community focus in coursework
Introduction of new courses to Teacher Education
Master's Seminar as a means to program evaluation

Relating theory to practice
Audio-visual media as an instructional tool
Consultant assistance in special areas

In terms of University training, Teacher Corps introduced several new courses to the teacher training process. More importantly, Teacher Corps attempted to adapt existing coursework required by the State Department of Education making it more relevant to training teacher-specialists working with disadvantaged youngsters. Some specific approaches will serve to illustrate this effort.

Community Focus in all Courses. During the course of the two year program, the Teacher Corps staff brought relevant community issues into all facets of the program. Corpsmen were thus helped to realize that education cannot operate in isolation from the needs, viewpoints, and concerns of the people it is to serve.

Corpsmen were encouraged to have as much first-hand contact with community people as possible and local visitations were encouraged. Also, community people and institutional and agency representatives were brought into the program throughout the two years to clarify concerns, problems and needs. Thus, for example, when interns were involved in a workshop in family dynamics, representatives from the community as well as professionally trained personnel were brought to the group to provide the reality dimensions from their own experiences.

INTRODUCTION OF COURSES AND CONTENT NEW TO TEACHER EDUCATION.

Community Study and Social Stratification. The previously described course in Social Stratification from the Department of Sociology was brought into education as an integral part of the Teacher Corps program. The community studies which were designed and conducted in this course provided Corpsmen with a first-hand developmental understanding of community issues, the influence of social status, institutional roles, and areas in which they, as educators, could focus with greatest community support.

ESL - ESD. Due to the heavy concentration of Mexican-Americans in Southern California--many newly arrived from Mexico or the insulated "migrant stream"--need for instruction in English as a Second Language was inherent in the Teacher Corps program. Also, with the great num-

bers of Southern Negroes, a special need was evident for preparation in the instruction of English as a Second Dialect. The Teacher Corps program incorporated instruction in the methods and techniques of both of these approaches for all Corpsmen as a part of their training. Because of the nature of the Los Angeles "pocket ghettos" with overlapping populations, all Corpsmen were required to be familiar with both aspects of this language skills area. Although English as a Second Language is taught in the School of Education, it is not normally a course for students in preparation for teaching. English as a Second Dialect was a totally new effort at USC.

New Focus: Art and Drama. Two new components of a Curriculum Workshop course were introduced by the Teacher Corps program. Research has demonstrated that the creative abilities of the disadvantaged child frequently go untapped and that one of the most potent means of helping positive self-concept development is to encourage children to experiment with their creative abilities. The instructors in this course sought to immerse Corpsmen in the process themselves so they might better understand the power of creative expression. As an example, the Corpsmen produced, directed, and staged playlets for the drama phase of this course. Corpsmen were restricted in how much expense they could incur in this process and were encouraged to use materials and props that were readily available to children. In many cases interns used students from their schools in their final productions--an approach which stimulated the students to develop further productions when they returned to their school situations.

Instructional Media. Instructional media was used in the Cycle II program in several ways. For example, interns were video-taped during their directed teaching sessions and then had an opportunity to meet with the University coordinator and their team leader to discuss the methods, content, and timing of their approach. Corpsmen also used media to help their own students in creative endeavors. One example of the latter is an 8mm film which was written, directed, filmed and acted out by elementary children on the life of Harriet Tubman. Other media approaches were utilized where children had access to media for studying their local community, their school, their family, and so on. This led to the release of material and equipment by the University and district offices for use in schools which had no equipment.

Master's Seminar. In the Master's Seminar, interns were encouraged to discuss and write about projects and programs which they wanted to develop or were working with in the school setting. Also, many Corpsmen used this seminar to evaluate and compare the Teacher Corps program with other methods of teacher preparation.

Theory to Practice. Assignments from coursework at the University were related to the school assignments of the Corpsmen. Many instructors set their assignments up assisted by Corpsmen with a problem focus for which their was direct application in the school setting. Because of the sharing nature of the group, many of the rewards of these assignments came from the dialogues among Corpsmen where interns then adapted and redefined one anothers' approaches to suit their own specific needs. Also, many of these problem-solving assignments were conducted as a team effort which in turn compelled Corpsmen to utilize one anothers' strengths as well as create an atmosphere of cooperation.

Co-teaching and Specialist Assistance. Because of the prolifieration of specialized curriculum areas and teaching strategies, it is difficult for any one person to be a specialist in conveying content and methodology. Thus, special area consultants were brought in to provide the richest and most comprehensive experiences possible for Corpsmen. Such areas included consultants who assisted in teaching group dynamics; reading approaches; social studies content areas, team teaching approaches, and creative uses of audio-visual media.

Field and Demonstration Components.

Use of Demonstration Centers
Visitations to Unusual Educational Programs

A constant thread in the University training approach was the seeking of the most relevant and realistic settings for demonstrations of teaching strategies. Cycle II seminars and classes were frequently held in Learning Centers on the USC campus and in public schools as well as at the University Demonstration School located adjacent to the campus and operated in conjunction with the Los-Angeles City Schools. Special value accrued from the Demonstration School in that it serves a population much like the opulations of our participating school districts. At the Demonstration School, Corpsmen had an opportunity to observe, practice, and discuss teaching approaches with teachers who were most knowledgable in the teaching of disadvantaged children.

Corpsmen also participated in many field trip activities which were designed to expose them to a broad range of techniques, media, and materials. These visitations to exemplary programs allowed Corpsmen to develop a repertoire of approaches and an opportunity to choose those which were most relevant for their students.

Group Dynamics

Understanding Group Dynamics
Team Development

Within the Teacher Corps program two major concerns remained constant. First, that Corpsmen be as sensitive as possible to the disadvantaged and learn to relate to them in ways that would encourage interaction and support. The second, that a true team effort obtain, not only within teams, but also within the context of the total program.

To facilitate the above, Corpsmen were given hard core information on the dynamics of interpersonal relating by specialists who have worked with professional educators and disadvantaged communities. Corpsmen also participated in several communication workshops and T-groups in an effort to develop and solidify the team approach and interpersonal communication.

In-Service Workshops for School District Personnel

Subject Matter, Teaching Strategies and Media
Development of the Learning Center-Laboratory Concept

University staff recognized the importance of participating with school district personnel (administration and teachers) in sharing the most up-to-date approaches for working with disadvantaged youngsters. It was also recognized that district personnel who were involved in such workshops would be more understanding of Corpsmen experimentation in their schools. Special workshops included work in New Math, English as a Second Language and English as a Second Dialect, the use of audio-visual media, special techniques in the teaching of reading, the Palomares approach for self-concept development, and team teaching. The idea of this unique effort of workshops for teachers was developed by the University at the request of the school districts to meet areas of need in their schools.

University personnel also assisted Corpsmen and the school districts in the development of learning centers and laboratories in such areas as Math, Multi-Ethnic approaches to Social Studies, Reading, Art and Science.

Team Leader Training

The Uniqueness of the Team Leader Role
New Approaches to Supervision
Team Development

Because of the unusual role the team leader plays in the Teacher Corps program, a team leader seminar and a special course in team leader supervision were establisned to help leaders assume more adequately the multiple roles of team leadership and supervision. Responsibility for the development and management of this course rested with the program staff and team leaders themselves. Actual inputs in these sessions came from staff and the leaders as well as other University personnel, outside consultants, and specialists in group dynamics and curriculum methods areas. As in all courses and special workshops, a continual emphasis was placed on interdisciplinary approaches.

INSTITUTIONAL CHANGES AT THE UNIVERSITY OF SOUTHERN CALIFORNIA

Because of the interrelationship of the broad spectrum of University Faculty and the Teacher Corps program, Teacher Corps has served as a catalyst of ideas and cross fertilization has occurred in instructional and curricular scheduling approaches.

The following is an outline of institutional changes brought about by the Teacher Corps program:

-The interrelationship of Educational Sociology and Educational Psychology and connected foundations courses.

-Supervision coursework changed to include more of a community focus, team relationship between teacher and intern, and understanding of group dynamics.

-Team leaders have and are assisting in the redirection of Teacher Education coursework to include a Teacher Corps focus such as the community study.

-The University Advisory Council, heretofore composed of University staff and school district administrators now invites team leaders and cooperating teachers to its monthly meetings.

-The Math Specialist Program for returning Peace Corps Volunteers has been established and utilized many Teacher Corps training approaches.

-Students at the University are now invited and attend workshops that were previously for administrators and regular teaching personnel.

-The University is actively developing learning centers in public schools in the inner city. These Centers include such subject areas as Math, Social Studies, Multi-Ethnic approaches, and Science with special emphasis on the needs of disadvantaged learners and methods for involving parents in program development. Workshops are conducted for teachers and administrators in these centers.

-Community involvement is now being introduced into regular Teacher Education programs with Teacher Corps pre-service and in-service experiences serving as a model.

-Parents and other members of the community are now invited to participate in Teacher Education Faculty meetings.

-Some students in Teacher Education are now taking block scheduled classes along the lines of the Teacher Corps approach.

-More instructors are taking their coursework to the schools and encouraging the participating of regular classroom teachers.

-Public School Administrators and teachers are being used as a part of the University instructional staff.

-Workshops and demonstrations are being conducted by University staff as a free service to many teachers and administrators in the greater

Los Angeles area. These included workshops in audio-visual media, New Material and ESL.

SCHOOL DISTRICT ACTIVITIES BY CYCLE II CORPSMEN

As has already been detailed, the Cycle II program was a joint effort between the University and seven participating school districts. In order to better understand Corpsmen involvement, this section will discuss in outline form the innovative approaches, institutional changes, and community involvement of Cycle II teams on a district-by-district basis. We believe that this will facilitate the readers' understanding of the interrelationships between these areas as well as the developmental trends as they have occurred in each district.

OUTLINE OF TEACHER CORPS CYCLE II ACCOMPLISHMENTS

The following is an outline presentation of the involvement of the Cycle II program in its two year effort. The outline is presented in categorical form.

I. Introduction of New Reading Techniques and Programs.

Reading Techniques and Instruction for non-native speakers of English.

Vail's Formula Phonics Method of reading instruction. A combination of instruction as well as a training technique wherein after 12 hours of instruction community aids can give instruction to non-readers.

Adult Education in the schools, homes, and community centers with emphasis on reading skill development.

Student tutoring at school and home with parent involvement.

Language Arts and Reading Laboratory for instruction.

High Interest-low vocabulary reading materials for older students achieving low grade reading levels. (For remediation in upper grades and Continuation School).

English as a Second Language Programs which are of oral and writing-reading type.

II. School District Curriculum and Procedural Changes

Teams take over classrooms for blocks of time allowing classroom teacher to have released time to visit exemplary school programs and plan ways to implement new approaches.

Multi-Ethnic material and learning centers for students and adults. (Included in these efforts were parent participation in the development of curriculum and in teaching assistance.)

Anthropology classes on Mexican-American and African culture.

Special art programs with emphasis on cultural art in which children learned about cultures as well as making objects representative of the cultures. Emphasis was on cultural understanding in as great a variety of art media as possible.

Team teaching in Social Studies Science and Language Arts.

Introduction of Home Economics into elementary grades.

Introduction of Consumer Education into elementary school.

Development of an environmental learning program to help children better understand their immediate community and its relationship to the larger community.

Science laboratories developed for students in grades 1-6.

Science laboratory developed for students in grades 3-6.

Black History libraries developed for students and parents.

Introduction of Palomares' Magic Circle technique for developing positive self-concept and social interaction.

III. After School and Community Activities.

Weekend recreational and touring with children and parents.

Noon hour and after school intramural sports and calisthenics programs.

Drama programs with productions written, produced, directed, and acted out by "non-participating" students.

Bi-lingual teaching and translation programs for students and adults.

Adult Consumer Education program.

Development, organization, and direction of student government.

Special music programs including dances and concerts geared to cultures of Mexican-American and Negro youth.

The development and operation of an after-school and evening library and study hall facility with tutorial programs built-in for academic assistance.

School open house evening with Spanish language discussions for Mexican-American parents.

After school aquatics program providing swimming instruction for students.

Home visitations for parents on a "no-problem" basis.

Parent participation in students' community study.

Corpsmen attendance at community organization and agency meetings.

Corpsmen canvassing of community to locate human and material resources which could be utilized in school instruction.

Field trips to areas beyond those normally visited by students, e.g., San Diego Zoo trip, a joint school, community and University effort, beach and mountain recreation places.

IV. Book Programs to stimulate reading.

Checking sources for acquiring new and/or free text material for students, teachers and parents.

Incorporation of the Hooked on Books paperback reading program for students.

The development of library programs where none had previously existed.

V. Introduction of audio-visual techniques and media for creative instructional use in the schools.

Use of video tape for role-playing and home developed skits and playlets.

Use of tape recorders for speech, reading, social-studies, and language arts.

Production of 8mm films by and for children.

Use of overhead projector for instruction in art, social studies, language skills, and ESL.

Development of in-service workshops for teachers in the use of media for instruction and curriculum development. (VTR, tape recorders, overhead projector, Thermafax, cameras and projectors.)

VI. Counseling programs.

Vocational counseling for Continuation School students and graduates of local high schools.

Orientation programs for entry into junior high school.

In-take orientation and counseling program for Continuation School.

Small group counseling sessions for problem students.

MAJOR CYCLE II ON-GOING EFFORTS

Multi-Ethnic Center in Compton City Schools

Black History Library in Compton City Schools

Special Intake Process for new students in Compton Continuation School.

Contract System of Study in Compton Continuation School.

Science Laboratory in Enterprise City School.

Palomares Interaction Approach in El Monte.

School-Community Book Fair in Enterprise City Schools.

Cross-Culture Tutoring in Jurupa Unified School District.

English as a Second Language in Jurupa Unified School District.

Science Center Laboratory in Willowbrook School.

Aquatic Program for elementary students in Willowbrook School.

COMPTON CITY SCHOOLS (Grades K-6)

Innovations and Teaching Strategies Developed by Corpsmen and Resultant Institutional Changes.

The Multi-Ethnic Center. The development of the Multi-Ethnic Center is an example of mutual cooperation and support by the University, the school district administration, parents in the community and the regular teaching staff. The theme of the Center is to understand the contributions of the many racial and ethnic groups which emigrated to this country. Parents were informed of the effort at the onset and were fully involved participants in the gathering of materials, the preparing of materials, and eventually assisted in the operation of the Center. The school district assisted in the purchase of materials and actual hardware; the University provided consultant help and additional materials. The Center became a place where students learned about the contributions of Blacks, Mexican-Americans, the Irish, American Indians and the Jews, to name but a few of the groups studied. Within the Center, learning centers were established so that children could specialize in learning about contributions in certain areas such as Science or Art, while at the same time learning could occur through lectures, discussions, reading, filmstrips, tapes, records, film, student prepared reports, or any combination of these approaches.

The Center is still in operation and it is being used as a regular part of the curriculum for children in grades 4, 5, and 6. The program attracted press coverage and a video tape was shown nationally by Metro-Media, Incorporated.

Cross-Age Teaching. Interns trained upper-grade children to be tutors of younger children who because of overcrowded classrooms, poor language skill development, and inadequate self-concept, were doing poorly in their school work. The program proved to be a two-fold success in that it did help the older children to get much needed recognition and become better students while at the same time easing the burden on the lower grade teachers and helping these youngsters improve their language skills.

Interest Centers. Interns systematically set about to introduce interest centers in the classrooms in which they were working. Each interest center was designed to allow individual students or a small group to pursue a subject area in ways not normally used in the classroom. For example, in Math Interest Centers, students were allowed to use manipulatory objects to learn math concepts rather than the traditional paper-pencil tasks normally employed. Students were also given problems which had a reality context--how one would go about building a model airplane, hamster cages, etc. By the end of the cycle, interest centers had been established in Math, Science, Music, Art and Language Arts. The district plans to continue these interest centers.

Black History Library. Corpsmen at another school in the district were able to develop a Black History Library. With the support of parents, books and magazine articles were gathered and cataloged and placed in a room that served as a library for students during the day and was open to parents and community people after school. Since the conclusion of Cycle II, the library has been expanded to include materials beyond those dealing with Black History and the school district has hired a part-time librarian to operate the facility.

Crafts program. Some of the interns recognized a need for children to experience art and creative expression through crafts projects. This program was begun as an after-school project and extended into the daily curriculum through the efforts of the Cycle II team.

COMMUNITY ACTIVITY

The most involved community effort came in attracting the support and eventual instructional assistance of parents who worked with the Multi-Ethnic Center.

Corpsmen made regular home visitations to the parents of the children with whom they worked. In addition, Corpsmen helped arrange neighborhood coffee meetings with parents who were expedially reticint about visiting the school. These meetings proved an excellent avenue for communicating the school program as well as gaining a better understanding of the parents' felt needs about school programs.

COMPTON CONTINUATION SCHOOL (Grades 9-12)

Introduction. The Compton Continuation School, since renamed the Harriet Tubman Educational Center, was the only secondary school in the Cycle II program. The function of the Continuation School is that it allows youngsters who need to hold jobs an opportunity to attend school for a minimum number of hours and work toward completing their high school credits. The school also serves youngsters who because of behavioral and/or drug problems have been suspended from the regular school, although not expelled from the school district. Motivation among these youngsters is low and they tend to see themselves as "serving time." They attend school erratically and unpredictably.

Innovations and Teaching Strategies Developed by Corpsmen and Resultant Institutional Changes.

New Intake Process. A major effort of this team was to establish a relationship with the students whereby each student could feel completely free to speak with any member of the team without being "put-down." To facilitate the establishment of a comfortable relationship, the team experimented with an in-take process where all new students would spend their first two or three days with one or two members of the team. This time was used to find out about the students' abilities while at the same time the student-teacher relationship developed a more inter-personal quality. Also, in unusual cases where a student seemed to work especially well with one member of the team, that Corpsman became his main teacher as well as his counselor.

Rapping Seminars. In an effort to continue and to develop the student-teacher relationship as well as stimulate the student's thinking, the team developed "rapping seminars" where they met with small groups of students and talked about basic problems such as the use of drugs,

how to look for a job, location and types of vocational schools, the necessary education to pursue certain vocational endeavors, cars and drag racing, consumer education, and so on. Because of the small professional staff at this school, it is hoped that the Cycle IV team (they have no Cycle III) will continue these efforts.

Team Teaching Reality Issues. Corpsmen used the team approach to capitalize on their own special interests and abilities as well as demonstrate to the students the complimentary interweaving of theory and practice. In addition, students were taught the practical applications of skills they were being taught. For example, if one knew how to compute interest rates, then one would be the opportunity to shop around for the best possible buy rather than making just any purchase. Corpsmen also brought in information and specialist help in understanding drugs, and drug abuse, probation camps, job availability information, techniques for job applications and interviews, and information on how to pursue education and training after completion of high school.

Consumer Education. Because many of these students were in-effect acting as heads-of-households while their parent(s) were working, the team felt it important to give students experiences to teach them how to get the most for their money when shopping, about finance buying, how to plan dietically sound meals, and other relevant consumer information.

Hooked-on-Books. Again, realizing the importance of stimulating the students' interest, the team adopted the "Hooked-on-Books" plan wherein paperbacks relevant to the life situations of these so-called "drop-dead Kids" were the main topics. The team went to the school board and was allowed to purchase over two hundred titles to generate this program, and students responded by choosing their new paperback selections over the customary school book offerings.

Black History. The majority of the students in this school were Black and very much aware of current urban issues. There was a strong desire to learn about Black History as well as current endeavors to bring about change. The team used Black History as a central theme in Social Studies, English and Language Skills, Reading, Science and even Math.

School Newspaper. The team became aware of the students' need for a forum for their ideas. The team believed this need could be met by the development of a school newspaper as a new line of communication which also furnished or offered a chance for the development of writing skills. The newspaper was a success on both counts.

The Contract System. Because of the great gaps in student interest and ability, the Corpsmen realized that only through an individualized effort could students progress in their studies. The team developed short-term "packages" or contracts for use in English, Social Studies, Science and Math. The packages proved stimulating and with slight modification after a pilot run were instituted as a regular part of the curriculum.

In-Service Workshops with Successful Programs. Corpsmen felt that the best way to improve the Continuation School program would be to take the full-time professional staff to visit other more successful continuation schools. To cover absense of a regular teacher, the team leader took over that class for the day, thus releasing that teacher from classroom duty. This proved a successful approach since the team and regular staff were able to observe other programs and speak with their faculty. The regular classroom teachers were also more open to intern experimentation with different approaches after participation in these visitations.

Vocational Oriented Curriculum. Corpsmen conducted role playing sessions with students to teach them how to find information about job availability and how an employment interview was conducted. They were also given information about job requirements.

A New School Site. The existing school site of the Continuation School was inadequate...it was too small, it was surrounded by a cyclone fence and gave the impression of a detention center, and since it was located adjacent to the regular high school, creating an unhealthy rivalry between the two schools. Corpsmen drew up plans for an appropriate physical plant for the continuation student and presented their ideas to the Board of Education. The district plans to move the school to another location during the current academic year.

Community Activity. Corpsmen visited local business and industry to get information about job availability, job requirements, and provide links for their students

to meet with employers. They also met with probation officers to get information on drugs, to find ways to help students returning from probation camp in re-entering the school system, and tried to learn ways to keep their students out of trouble. Corpsmen also met with parents and attempted to bring about a closer relationship between the parents and the continuation school.

ENTERPRISE CITY SCHOOLS (Grades K-6)

Innovations and Teaching Strategies Developed by Corpsmen and Resultant Institutional Change.

Special Language Programs. Because most of the population is Negro, many newly arrived from the South, and the next largest minority Mexican-American, several interns instituted special language programs for youngsters using the techniques of ESL and ESD. For many of these students, this was the first time they had ever received such instruction. Based on the instructional success they have had, Corpsmen remaining in the school district hope to continue with these programs.

Science Laboratory With the Cooperation of the School District and the University. A science workshop-laboratory was developed.Through a problem-solving approach the Corpsmen were able to stimulate student interest to learn and experiment with science concepts. The Corpsmen also conducted several workshops for teachers in the district illustrating how they could adapt many of his approaches in their own classrooms. The program proved successful in helping children become interested and learn about science while at the same time many teachers did adopt ideas from the workshops. The Science Workshop program will continue as a regular part of the school curriculum.

Cross-Age Tutoring. Corpsmen selected children who were behavior problems in the 6th grade to work with students having difficulty in the first and second grade. After careful training and initial supervision, with evaluation of each tutor by his homeroom teacher and the 1st or 2nd grade teacher, the program was viewed as a success in reducing behavior problems of the older children while at the same time helping the younger children progress in their work.

Individualized Reading. Interns recognized the need for special individualized reading programs to help children with the greatest learning problems. They in-

stituted a program using high interest and low vocabulary paperbacks which stimulated the children's interest as well as served as a basis for instruction in skill development.

P.E.P. Program. The Personalized Enrichment Program, or P.E.P., was an outgrowth of the district's interest in a team teaching approach for youngsters who were especially talented. Each intern was "teamed" with a regular classroom teacher and spent 1/2 day - 4 days per week, working on a team approach in Language skills and Social Studies. The most difficult initial barrier was to have each member of the team view the other as a professional with neither of them as "owning" the class. The University assisted the PEP teams by conducting T-groups so as to facilitate a closer and more harmonious working relationship. The P.E.P. program also served as a team teaching approach with Cycle I Graduates and Cycle II Interns.

Junior High School Orientation. Interns noted that the sixth grade students in their school were in no way prepared for moving to Junior high school. With the assistance of the junior high school, an orientation program was developed to help these students make the transition smoother and with much less anxiety. The two school districts are cooperating in developing an orientation program for all 6th grade students entering junior high school.

Community Activity. The Corpsmen in this district were especially concerned with the development of good school-community relations. The following is a brief outline of their activities:

1. Corpsmen canvassed the community in order to establish a community resource bank of people who could serve as specialists in helping teach certain areas of the curriculum. Thus, for example, a professional nurse who was a resident of the community was brought in to help teach a health unit or explain the training and duties of a professional nurse.

2. A parent volunteer aid program was developed by Corpsmen. These parents assisted in making curriculum materials as well as provided classroom assistance during actual instruction.

3. A Negro History Library was developed with parent assistance to serve both the school and adult community.

4. Corpsmen visited homes and offered instruction in personal hygiene and sanitation. They also were able to conduct a clothing drive to get shoes and clothing to those unable to afford them.

5. Spanish-speaking interns visited the homes of non-English speakers and assisted them in translating of letters, notices, contracts, and other vital documents.

6. A trip to the San Diego Zoo was planned by interns in Cycles I and II with the assistance and financial support of the University, the school district, the local community professionals, parents, and the Santa-Fe Railroad. This trip provided 184 children with their first experiences outside their immediate community as well as led to the development of curriculum materials from the film and snapshots taken on the trip. This trip took several months to develop and was considered so unusual that news media covered the trip in its entirety.

7. A Community Book Fair involving Cycle I and II was a major event with the sale of 750 donated books to parents and children. The proceeds from this event were used to buy shoes for children who had none. The Book Fair has now become an annual event.

EL MONTE SCHOOL DISTRICT (Grades K-8)

Innovations and Teaching Strategies Developed by Corpsmen and Resultant Institutional Change.

English as a Second Language. Because El Monte has a good number of Mexican-Americans newly arrived to the area, the ESL program which Corpsmen began became an integral part of the curriculum. The team provided regular ESL instruction to students, tutored students in homework assignments, and provided translations whenever necessary. In addition, the team leader and one intern developed an adult ESL class which they taught in the evenings to members of the community.

Mexican-American Fiestas. Corpsmen have worked with students and parents to create fiestas open to the entire community. Each fiesta centered around some theme such as "Cinco de Mayo," and was used to communicate Mexican-American history, language, dancing, music and art to the entire community.

Palomares' "Magic Circle." Dr. Uvaldo Palomares, an ex-migrant child himself has been concerned about the problems of poor self-concept, social interaction of children...especially disadvantaged children. Drs. Palomares and Bessell have developed a "sensitivity"approach which facilitates teachers to help children understand themselves in an interaction context. This team worked with Palomares and members of the Human Development Training Institute and developed a special series of workshops for all Corpsmen and teachers and administrators from the participating school districts. Because of the success of the workshop, all Cycle IV Corpsmen participated in a similar experience at the beginning of their pre-service program. This experience has allowed Corpsmen to enter the schools with a skill which could be applied immediately with students.

Subsequently, this approach was adopted as a special program in the primary grades.

Home Economics. One of the interns whose background was in Home Economics saw the need to develop a more relevant curriculum for the 7th and 8th grade students in Home Economics. With the cooperation of the regular teacher, the intern set up a bi-lingual program to work with students and parents in the development of economical shopping techniques, the planning of nutritionally balanced meals, child care, and so on. The program was bi-lingual in its approach and incorporated many of the concepts and techniques in the Home Economics curriculum. Aspects of this program were used in teaching throughout the regular non Home Economics curriculum.

Library program. One intern had a background in library science and decided to work on the expansion of the already existing but inadequate library facility. The entire team became involved in the collection of new materials, especially culturally related materials. They also set aside space in the library where they could tutor individual students in study skills and their assignments after school hours. Because of the teams efforts, the library was open from the start of school until 9 p.m.

Community Activity. The Corpsmen spent a good portion of their time making home visitations. They were especially concerned with making these visitations purposive and frequently used them to gain support for the

development of several of the aforementioned programs. Corpsmen also found that for many of the non-English speaking parents, this was their first real contact with school personnel. In addition, the ESL program for adults, provided the adult community with a whole new avenue for communication and understanding with the schools and the community-at-large.

JURUPA UNIFIED SCHOOL DISTRICT (K-12)

Innovations and Teaching Strategies Developed by Corpsmen and Resultant Institutional Change.

Student Community Study. The Corpsmen learned from their community study that the Jurupa School District was composed of sub-communities with Negro, Mexican-American, and poor white populations. As they came to know the limited understandings their students had about the larger community setting, members of the team set into motion the development of a social studies community study unit. Corpsmen arranged for students to get copies of the local newspapers and local newsheets, trips were made to local libraries to study the history of the area, children and parents made field trips into different ethnic and racial sections of the school district with continual seminar discussions. In their discussions the students discussed such topical issues as zoning, prejudice, defacto segregation, the qualities of others' cultures, and so on. To involve as many children as possible, interns developed a rotation grouping system whereby small groups of children from other classrooms could participate and develop their own community studies.

Cross-Culture Tutoring. In relation to their community studies, Corpsmen established a tutoring program wherein students tutored other students of different racial and ethnic backgrounds. This allowed for greater contact between groups as well as newfound appreciation of the culture of one's neighbors. This program was so successful that the district has plans to continue its functionning.

Recreation and Intramural Sports Program. Two Corpsmen developed a noon-hour and after-school recreation program. The emphasis was to interest students in sports, skill development, and calisthenics. This was a totally new program for the school. One of the interns who ini-

tiated this program has part-time responsibility for continuation and further development.

English as a Second Language. Because of the number of Mexican-American families that have recently settled in the Jurupa area, the need for an ESL program was an immediate concern of the Cycle I Interns. Cycle II has expanded the efforts of the ESL program with the aid of an ex-intern and introduced additional approaches, such as the use of drama, playlets, and dance for language instruction. In addition, the Corpsmen found that by training students to teach one another they could spread the effect of instruction while at the same time encourage greater student interaction.

Media Team Teaching. In another school, an intern worked with regular classroom teachers in the development of a team teaching approach which utilized audio-visual media as the main instructional component. For example, the Language Arts program became totally media oriented with children taking snapshots for use in creative writing, producing, and filming their own plays and tape recording stories, to name but a few examples. The three teachers who worked with this intern capitalized on his expertise with media approaches and the program continues in operation.

Community Activity. In the previously described student community study, it was explained how the parents were initially involved in only helping their children take pictures of the family, the neighborhood, pets, and other subjects of interest. As the project progressed parents became more involved in the studies and many took on the role of teacher assistant.

Additionally, Corpsmen were active in the community and made home visits..especially to Mexican-American families who had special language difficulties..attending community meetings, and visiting student gathering places in the after-school hours.

WILLOWBROOK SCHOOL DISTRICT (K-6)

Innovations and Teaching Strategies Developed by Corpsmen and Resultant Institutional Changes.

Home Tutorial. Corpsmen, during their community study, discovered that many parents felt helpless in

assisting their children in reading and new math. With the cooperation of a 5th grade teacher, the entire team developed a home tutorial program for this class. Near the end of the semester other teachers and students became interested in this project, so that the team established after-school study halls during which children were tutored in subject matter, taught how to organize their work, complete assignments, and allowed to talk with Corpsmen about their personal concerns.

After-school Small Group Activities. The team determined existing needs of the students and concluded that a meaningful after-school program would help their students in several areas. The following are some of their activities:

1. Two interns worked with children who had very pronounced dialects to help them understand and appreciate their dialect and improve their self-image. The interns used tape recorders and video tape to allow the children to analyze dialect as well as view it as a means to understanding standard English.

2. Interns worked with children to bring out creative expression in the writing of poems, plays, stories, and new articles. Students felt so successful that they set up weekly public displays of their work.

3. Interns developed a noon hour and after-school art program during which students were given instruction in fingerpainting, clay work, watercoloring and sketching, and costume-making.

Large Group Activities. Two interns were interested in dance and choral singing. They established a program in modern dance, folk dancing, and choral singing. Originally these activities were viewed as a means to creative expression. The activities were successful in that many of them were incorporated into festival and auditorium presentations, as well as being used in culminating social studies units.

Science Center. Corpsmen were concerned that science instruction was weak and did not hold students' attention. Their efforts and the cooperation of the school district and the University lead to the development of the Science Inquiry Center. This on-going project was able to:

1. Incorporate the ideas of teachers, parents, children and consultant help in selecting the types of experiences to be offered.

2. Enlist the interest and support of children, teachers, and parents in furnishing simple materials available in the neighborhood for use in the center.

3. Secure the support of the University and the district in obtaining the necessary equipment and supplies.

4. The teams efforts in developing and inquiry and discovery approach led to their attracting science students of nearby colleges who observed and assisted in the program.

5. To inherent several teachers in working out team teaching approaches which were used in the center which led to a revitalization of science in the regular classroom.

6. To work out a summer program with the California State College at Dominguez, in which science teachers participated during a summer workshop program at the Science Center.

7. To get parents interested in forming a committee to keep the Center running when school was closed. The committee was successful in this endeavor.

8. To leave a well equipped Science Center for the school district. USC and the district have agreed to continue support of the Center and several teachers on the regular faculty have committed themselves to help the Center to continue to operate and grow in scope.

Ethnic Culture. One of the interns began an Ethnic Culture project with the introduction of Black studies for 3rd grade students. Interest grew and he expanded the idea to include other ethnic backgroud groups. Materials and books were secured from USC California State College at Dominguez, and by writing for free or inexpensive materials. Art objects were furnished by interested teachers, parents and children. Recordings of African, Mexican, and Indian music were purchased by the team and left at the school as a part of their contribution. Each teacher was given materials on Black Studies and children

worked in the Learning Center daily. They studied and compared cultures, learned dances and songs, reproduced art objects representative of various ethnic groups, and discussed current ethnic problems.

Aquatic Physical Development Program. In cooperation with the County Recreation Department, interns have instituted an Aquatics program which emphasizes physical development and coordination through swimming instruction. Over 200 youngsters participated weekly, and parents have assisted as supervisors with resultant closer contact between parents and the school. This is now a full blown summer program as well as a regular on-going activity during the school year.

Community Caroling Program. In a program which involved local parents and businessmen, Corpsmen were able to involve the "non-participating" child to make costumes and rehearse for a caroling program in which they toured the community at Christmas time.

Team Teaching. Corpsmen realized that within the team there was diverse talent that could be applied to team teaching social studies. The team used a team teaching approach which allowed each member to concentrate on his area of expertise and thus provided more intensive experiences for the students.

Community Activity. Corpsmen in Willowbrook were most cognizant of the need for good community relations. They were concerned in establishing a link with the community based upon involvement in areas where they were needed. The following are some examples of Corps involvement:

1. By making home visits interns sought not only to establish a link between the parents and themselves, but also to locate a community resource bank of people who could assist in school activities both of an instructional and supervisorial nature.

2. Corpsmen provided transportation to a medical facility for students in need of medical aid, but without a means of transportation.

3. Corpsmen established an after-school child care program so parents seeking employment would be able to go out on employment interviews.

4. A small group of students and parents were involved with interns in a weekend enrichment program during which the group toured the community, visited landmarks, attended festivals, and engaged in other learning and recreational activities.

5. One intern visited and worked with the "old - leaders" (e.g., former) of the community giving them a sense of pride and usefulness as well as encouraging them to become involved in school and community activities.

6. Corpsmen worked with some established programs such as Headstart. Another program was Operation Mainstream where the Corpsmen became involved and took on the role of teaching non-reading adults how to read.

GARVEY SCHOOL DISTRICT

Innovations in Teaching Strategies Developed by Corpsmen and Resultant Institutional Changes.

Math In-Service. Special math workshops were arranged by the team with the Universities cooperation. School administration and teachers took part in this workshop series designed to prepare teachers in the methods of New Math and the use of non-paper and pencil methods for teaching math. Several of the teachers were involved in this workshop series.

Community Art Center. The team developed a center concept for the instruction of Creative Art and worked with a neighborhood group who subsequently took over operation of the program and developed it for the use of the entire community.

Multi-Cultural Tutoring. After school program for Oriental, Mexican-American - 3/4 different ethnic types.

Development of Mexican-American Materials. Bi-lingual interns held special workshops for district teachers to develop teacher made instructional materials emphasizing Mexican-American culture.

Mobile Book Program. An old bus was fitted out as a roving library to provide library services to all the schools in the district.